DOCUMENT RESUME

ED 381 466 SO 024 834

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TITLE One Hundred Ways To Implement the New Geography Standards in Your Classroom.
PUB DATE Nov 94
NOTE 18p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 18-21, 1994).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Education; *Geographic Concepts; *Geography; *Geography Instruction; *Teaching Methods
IDENTIFIERS National Geography Standards

ABSTRACT

The paper reviews the 18 National Geography Standards developed in 1994. The Standards are grouped under the organizers of: (1) The World in Spatial Terms; (2) Places and Regions; (3) Physical Systems; (4) Human Systems; (5) Environment and Society; and (6) The Uses of Geography. One hundred activities for the elementary classroom with each activity correlated to specific standards with appropriate grade level are presented along with procedures for instruction. (EH)

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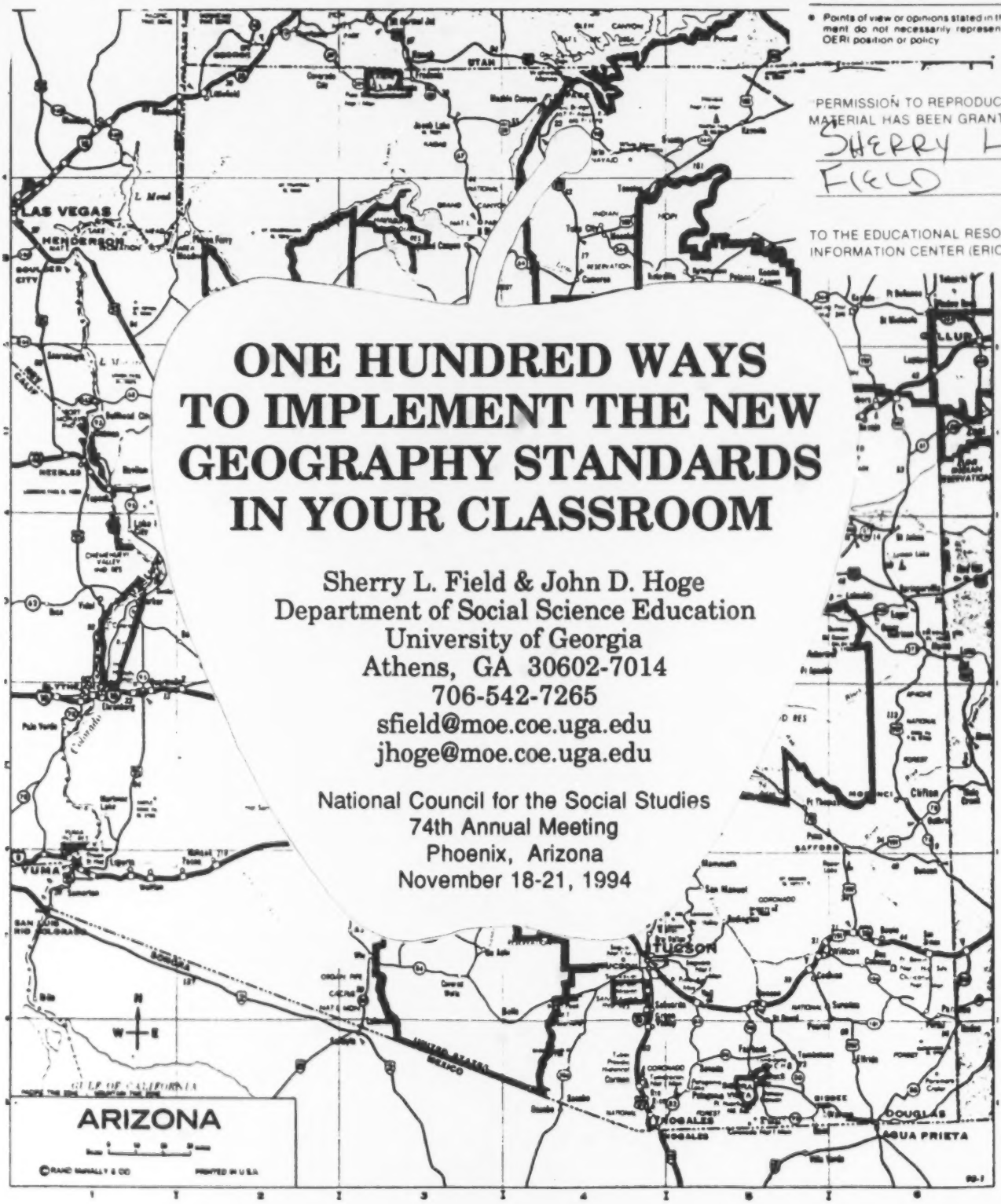

ONE HUNDRED WAYS TO IMPLEMENT THE NEW GEOGRAPHY STANDARDS IN YOUR CLASSROOM

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National Council for the Social Studies
74th Annual Meeting
Phoenix, Arizona
November 18-21, 1994

SO 024 434

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Physical and human phenomena are spatially distributed over Earth's surface. The outcome of *Geography for Life* is a geographically informed person (1) who sees meaning in the arrangement of things in space; (2) who sees relations between people, places, and environments; (3) who uses geographic skills; and (4) who applies spatial and ecological perspectives to life situations.

The World in Spatial Terms

Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.

The geographically informed person knows and understands:

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
2. How to use mental maps to organize information about people, places, and environments in a spatial context
3. How to analyze the spatial organization of people, places, and environments on Earth's surface

Places and Regions

The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.

The geographically informed person knows and understands:

4. The physical and human characteristics of places
5. That people create regions to interpret Earth's complexity
6. How culture and experience influence people's perceptions of places and regions

Physical Systems

Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.

The geographically informed person knows and understands:

7. The physical processes that shape the patterns of Earth's surface
8. The characteristics and spatial distribution of ecosystems on Earth's surface

Human Systems

People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

The geographically informed person knows and understands:

9. The characteristics, distribution, and migration of human populations on Earth's surface
10. The characteristics, distribution, and complexity of Earth's cultural mosaics
11. The patterns and networks of economic interdependence on Earth's surface
12. The processes, patterns, and functions of human settlement
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Environment and Society

The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earth's physical features and processes.

The geographically informed person knows and understands:

14. How human actions modify the physical environment
15. How physical systems affect human systems
16. The changes that occur in the meaning, use, distribution, and importance of resources

The Uses of Geography

Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time—that is, of Earth as it was, is, and might be.

The geographically informed person knows and understands:

17. How to apply geography to interpret the past
18. How to apply geography to interpret the present and plan for the future

1. Build A Town Standard: 1,4,11 Grade: 3

Discuss the features of your community. Then have students imagine the perfect community. Work together in groups of six or seven to create the ideal community. Build a model or make a mural of a community according to the students' criteria. Name the community.

2. Climate And People Standard: 4,8,15 Grade: 6

Place a large political map of the world on the floor. Put pictures of people from different cultures as well as cups of green shredded coconut (vegetation), sand (desert), and baby powder (snow) by the map's side. Ask students to place the people and cups of material where they think they might belong. Check students' work against maps showing climate and culture zones.

3. Draw Your Favorite Outdoor Place Standard: 8,14 Grade: 3

Tell children to close their eyes and imagine that they are looking through a window at their favorite outdoor place. Tell the students to open their eyes and say out loud some of the things they saw as they looked through the window. Write these words on the board. Ask the students to help you decide if some of the words are associated with natural areas such as mountains, deserts, or plains. Ask the students to name some of the scenes they had imagined. Discuss which items might go with which scenes. Distribute drawing materials and have each student make a picture of what he or she imagined. Share pictures with the whole group.

4. Nature Hunt Standard: 4,8 Grade: 2

Give each child nature objects to find at home or in their neighborhood. Objects could include: leaves, rocks, bark, flowers, nuts, weeds, Ask students to identify as many of the objects as they can. Have them bring their objects (10 objects max.) to school in a shoe box. As a class identify how many of the objects are the same. Discuss the differences in the objects that exist in their community. Let each child design a poster that displays their objects. Hang posters up in the class.

5. Terrible Tornadoes Standard: 7,8,15 Grade: 5

In the spring, have the students keep track of where tornadoes occur. Challenge the class to explain why tornadoes occur in certain areas more than others. Contact the National Weather Service and obtain information on prior year's tornadoes. Compare the maps to determine if activity is always centered in one area.

6. Dress For The Region And Season Standard: 4,9,10 Grade: 1-3

Using a large globe or wall map, have the students come forward and identify what might be appropriate clothing for a specific place at a specific month of the year. Begin with North America and run through the four seasons to help the children get the idea. Use pieces of clothing that are symbolic of the season such as a ski cap, bathing suit, winter parka, light weight jacket, tank top, etc. Use an atlas to determine average temperature for each location.

7. Reversible Treasure Hunt Standard: 1,2 Grade: 4

Construct a reversible treasure hunt course on the playground, planting a treasure at the start and end of the trail of maps and hints. Start half of the class at one end of the hunt and half at the other. Color code the maps and hints that are hidden along the route so that groups don't get each others' materials. The winner is the first group to find its treasure.

8. Four Seasons Dioramas Standard: 4,7 Grade: 1-3

Beginning in the fall, engage the students in making shoe box (or larger) dioramas of outdoor scenes of each season of the year. Decorate the outside of the box with symbols of the season, cut from magazines. Include students' poems and short stories about the seasons.

9. State Facts Standard: 4,10,14 Grade: 4

Have each student pick a U.S. state. (Each student must pick a different state.) Allow the class to have time to go to the library and research their state. Ask the students to find things such as state population, products or goods of state, state bird, state flower, mountains, rivers, and/or lakes located in state, and any other facts students find interesting and important. Have students draw their state and include the information they have found. Have students present their state drawings and information to the class. Alternative: Allow two classes to participate in this activity.

Divide the states equally among the classes so that all states are covered. Then allow students to present their state to both classes.

10. Weather Plays Standard: 7,15 Grade: 3
Have children break into six groups. The teacher is the wind which carries the white puffy (pillow case) cloud to each of the groups. One member chooses a card with one of six weather phenomena & descriptions on it (hurricanes, frontal systems, jet stream, thunder storms, tornadoes, and typhoons). They then work as a group trying to act out what is written on their card. Each group will act out their weather phenomena. They will give explanations and definitions only after the class has had a chance to guess what type of weather the group was.

11. A Window For All Seasons Standard: 15,16 Grade: 1-3
Divide the class into four groups. Each group is responsible for creating a "window" through which each season is represented. For example: Spring - real flowers, grass, pictures of a family picnic, etc., Summer - drawing of a beach ball, family vacation pictures, sunshine, etc., Fall - real leaves, pumpkins, pictures from Thanksgiving, etc., Winter - show pictures, holiday items, bare trees, etc. The idea is to make sure that each student in the group has his/her idea of that season represented. When all the materials have been brought in, the window for each season will be put up on the wall for all to enjoy.

12. Daily Weather Reports Standard: 14,15,17,18 Grade: 1
Begin each day by giving a daily weather report that includes hi and low temperature, wind velocity and direction, amount of anticipated sunshine, amount of anticipated precipitation, and air quality/pollution information. Use large symbols to show these weather factors. Place symbols on a large calendar. Keep track of the data in a large summary chart so that children can see the entire school term at a glance. Stress how the environment changes and how these changes affect the ways we live. Transfer responsibility for the weather reports to children as their confidence and ability grows.

13. Types of Land Use Standard: 4,11,16 Grade: 5
Take a field trip to the closest sites that exemplify different types of land use such as agriculture, urban cities, state parks, and suburban living. As you move from one place to another, keep track of what types of land use are being passed. Upon returning to the school fill out a local area map so that it shows the predominate types of land use.

14. Rural and Urban Pollution Standard: 4,14,17 Grade: 1
Divide children into three groups. Each group will take a type of pollution; AIR, WATER, SOIL. Group 1 will take air and locate pictures in magazines and newspapers that represent air pollution. the same will be done for water and soil. Have the children place pictures on a large piece of paper that is split into 2 groups of urban/city pollution and rural countryside pollution. Some pictures will repeat on both sides.

15. Neighborhood Maps Using Legends Standard: 1,2,3 Grade: 2
Instruct the students to pretend they are having a party at their house and everyone in the class needs to know how to find their house once they reach their neighborhood. Have each student make a map of his/her own neighborhood including streets, houses, land marks, nature or anything else (like an especially bad dog!) they would like to have on their map. Help students include a map key. Ask students to share their maps with the class. Display at first open house.

16. Construct Your Ecosystem Standard: 4,8,14 Grade: 5
Have students get into five groups and designate an ecosystem to teach group; (forest, grassland, polar, desert, mountain). Each group will research their designated ecosystem using resources found in the classroom. Ask the students to construct models of their ecosystems using materials provided in class and materials that they would like to bring in. The students will build their ecosystems or a square of cardboard of thin plywood. The students should include the landforms that may be found in the ecosystem, animals, and vegetation that would be found there. The students may bring any materials from outside the classroom that may be helpful in constructing their ecosystems. Have the students write a short report (one per group) about their ecosystems. They

will present their reports and ecosystems to the class. The report should explain the interactions in the ecosystem--how the different animals interact, what they eat (food chains), weather and its consequences, and other appropriate topics. Display the ecosystems and reports around the room and around the school if possible.

17. Construct a Volcano Standard: 7,8,15 Grade: 4-5

Have students work in a group of five or six. Let them pick one of the islands in the Pacific Ocean with a volcano located on it. Ask the students to find as much information possible on the geographic area of their island. Make a model of the island and construct the volcanoes out of paper machè. After model is complete, discuss and allow the volcanoes to erupt. This activity would follow a unit on how islands are formed.

18. Pioneer Life Standard: 9,12,17 Grade: 4

Discuss the movement of the pioneers through the United States (Westward). Divide the class into 4 groups of 5. Give each group a U.S. map. Have the group trace the routes that the pioneers took. Have each group research one area in pioneer life - for example: #1 group researches types of transportation used during journey, #2 group researches frontier homes and clothing, #3 group researches food, utensils, and tools used by the pioneers, and #4 group researches pioneer education and social activities. Have groups add drawings or examples of the topic they researched. For example, if group one researched transportation, they could add pictures of log rafts wherever the pioneers crossed water and covered wagons could be added to the plains areas. Have students display maps and present information to other classmates. Teacher can also set a day for "Pioneer Life" in the classroom. Students can dress like pioneers, and also imitate the classroom setting on the frontier.

19. Research Canisters Standard: 14,15,16 Grade: 4-6

Give each child a 35mm plastic film canister labeled with the name of a city, state, or country. Ask each child to pretend that the film inside is his/hers. Have the students make a list of what might be included in the photographs. The students must research the place and find out its points of interest (this could also be used as a fun way to test students knowledge after a unit on a certain area). After this is completed, have each student draw pictures of the points of interest (ex - New York City - draw the Statue of Liberty) and write facts about that point of interest on the back of the picture. Have each child share his/her pictures and facts with the class.

20. Map Book Histories Standard: 1,2,17 Grade: 4-6

Have students create map histories of where they have lived. For each location--past and present--have students draw a map of their immediate home environment (e.g., a floor plan of the bedroom or entire dwelling). Now have the students locate their map histories on a map of the city, state, nation or world. Display for parent's night. Form into chronologically sequenced map book histories, adding narrative for each dwelling map. Note: students who have not moved may map changes that have taken place in their rooms or dwellings.

21. Moving Goods To Market Standard: 9,11,15 Grade: 3-6

Using input from children, draw a map of an imaginary island nation on the chalkboard. Prompt the children to identify locations for cities, mountains, rivers, lakes, plains, marshes, forests, grasslands, crops, minerals, etc. While drawing the map, talk through what your are doing (e.g., "place a circle, a village, in the northeast corner of the island;" "Draw a river that starts in the north and goes west, then turns and meanders south, ending up at the ocean next to the village."). When the map is finished tell the students you--and they--have forgotten to put in any transportation system. Talk about what products might be grown or manufactured at several locations. Divide the class into four groups and have each group copy the map onto a large piece of newsprint or art paper. Give the groups 30 minutes to design a transportation system for their island nation. Share the systems, noting strengths and weaknesses of the different group's work. Take the best elements of each and transfer them to the chalkboard map.

22. Friendship Maps Standard: 1,2,18 Grade: 3-6

Have each student pick a friend in the class who they have never visited at home. Ask the students to imagine they are showing the other student their home. They walk through the front door and

tour the home. For each location, name the room, identify the location of furniture, plants, windows, artwork, etc. (Students may need to close their eyes in order to provide the descriptions.) Once the tour of one home is complete, allow the students to work together to draw a floor plan of the home. Repeat the process for the second home. Refine the maps as a homework assignment. Encourage actual visits of new friends.

23. Classroom Scavenger Hunt Standard: 1,3 Grade: 1
Hide 15 objects randomly around the room. On each of five classroom maps place three colored dots in locations where an objects are hidden. Each map should have a different course. Divide class into five groups. Give each group a map and a picture of the 1st item to be found. Each picture should be mounted on a colored piece of construction paper corresponding to the dots on the map. On each object attach a picture clue for the next object. The first group to find all three of the objects on their map wins.

24. Easy Globe Toss Standard: 1 Grade: 3-6
Form students into a circle. Gently toss an inflatable globe from one person to another. Students examine where their fingers land and pick one location or feature to name, show to the class, and describe relative location (e.g., "My thumb landed on Mexico (turning globe so all can see). Mexico is south of the United States" Play as a free-time activity. Ask boys to throw to girls and vice versa. Keep pace brisk.

25. Intermediate Globe Toss Standard: 1,2 Grade: 5-6
Form students into a circle. Gently toss an inflatable globe from one person to another, with the student identifying the name of the country and the person intended to catch the globe prior to the toss. Give hints if requested or necessary to keep the globe moving.

26. State and Capitals Spy Game Standard: 1,2 Grade: 5
Divide the class into groups of 5 or 6. On posting paper or newsprint, have the groups list as many U.S. states and capitals as possible. Spelling counts. After 3 to 5 minutes, allow each group to send out a "spy" to other groups to collect missing information. Spies can't write down what they see, only remember it and return to their group. All spies have to return after 1 minute. Pull down the wall map of the U.S. and allow the spies to come and view it for another 1 minute period. Conclude the posting in the groups. Count up correct answers for the winners.

27. Silent Card Sort Game Standard: 1-18 Grade: 3-6
Use any set of matching data, such as states and capitals, exports of nations, trivia questions and their answers to form two decks of cards (one of the question and one of the answer). Distribute questions to half of the class and answers to the other half. Ask the students to silently move about the room until they are sure they have all of the questions answered. Students who have trouble finding their match will eventually have their options narrowed and be successful. For a variation, challenge the students to see how fast they can do the match if they use their voices. Compare this with the silent matching activity. Does repetition improve the speed of the matching process?

28. National Geographic Explosion Standard: 4,7,10 Grade: 4-6
If you can come by a collection of duplicate *National Geographics* that you are willing to cut up, have a group of students take out literally every picture they can find, eliminating all captions and identifying marks. Distribute the pictures, a hundred at a time, on a large table top. Using stick pins and a cork bulletin board, challenge the student to sort the "explosion" into (a) different places, (b) physical processes, and (c) cultural mosaics. Challenge the students to use your complete and un-cut classroom set of *National Geographics* to verify their answers and resolve disputes.

29. Weather In The News Standard: 15,18 Grade: 3-4
Start a bulletin board of weather stories in the news. Allow the board to develop without organization at first, but then, as the number of stories increase, begin to ask the students to identify patterns and connections between the stories and the places they come from.

30. Five Themes School Standard: 1,2,4 Grade: 3-5

Investigate your school and the surrounding area using the five themes: location, place, relationships within places, movement, and regions. Work in five teams to explore the five themes. Have the teams share their data to compile a complete geographic picture of the school.

31. Five Themes City Brochure Standard: 1,2,4 Grade: 5-6

As a long-term project, involve the class in assembling a brochure for their city where the information is presented using the five themes. Work with the Chamber of Commerce to gather information and publication resources.

32. Climate Dioramas Standard: 7,8 Grade: 4-6

Create dioramas of the major climate types: humid tropical, subtropical, dry arid/semi-arid; midlatitute; highland, and polar. Use *National Geographic* photos and stories to compliment the dioramas and direct the construction for authentic details.

33. Soil Soldiers Standard: 3,4,8 Grade: 4-5

Ask traveling parents, relatives, and friends around the nation to be your "foot soldiers" and obtain soil samples that are characteristic of the places where they travel or live. Make a display of the samples, including a description of the soil and the kinds of crops grown in it. Map the samples to their original sites in the United States.

34. Lego Room Model I Standard: 1,2,4 Grade: K-3

Build a Lego model of your classroom. Attempt to use accurate scale and include all major features. Photograph the model from above using slide film. Now project the slide onto butcher paper and use colored chalk to trace the features. Compare your map with the real model. How are they similar and different.

35. Lego Room Model II Standard: 1,2,4 Grade: 3-6

Use your Lego room model to teach a grid coordinate system. First grid off the room into a 3 x 3 grid. Label the North-South aisles ABC and the East-West aisles 123 so that each cell in the grid has a designation (B2 should be the center of the room). Now grid off the Lego model in a similar fashion. Compare the locations of objects in reality and the model using the grid lines. Does the model fit reality? In what ways does the model distort reality? Can you correct the model to more accurately represent the reality of the room?

36. Room Grid Game Standard: 1,2,3 Grade: 3-5

Grid off your room in a 3 x 3 coordinate system. Label the North-South aisles ABC and the East-West aisles 123 so that each cell in the grid has a designation (B2 should be the center of the room). Ask for a volunteer to close his or her eyes as the other students move about the room. The volunteer calls out grid coordinates (e.g., "B2" or "C1") to attempt to catch any person standing in that cell. Students caught must sit down. The last standing person is the winner.

37. Grapefruit Scale Demo Standard: 1 Grade: 4-6

Take four similarly sized grapefruits and students in small groups out into a hallway with a clean and shiny floor and few visual obstructions. Measure the full distance of the hallway and mark off the distance at one-quarter intervals with a piece of tape on the wall. Tell the students that this is a demonstration of map scale. Ask a student to lie tummy down on the floor and place an grapefruit directly in front of his or her upturned face. Note that the grapefruit is being seen "full sized." Now place a second grapefruit at the first tape mark on the wall (1/4 way down the hall) and allow the student to describe how it appears compared to the grapefruit that is directly in front of his or her face. Repeat with the halfway mark and last quarter of the hall way. Note that these scales are, respectively, .75, .50 and .25. As a follow-up engage the students in making a quarter-scale map of their room.

38. Resource Distribution Standard: 14,15,16 Grade: 4-6

Engage the class in taking a serious look at the way in which their classroom is laid out. Plant the idea that the way in which the room is laid out should facilitate the kind of activities that take place. Review the kinds of activities that typically go on each day. Take note of any traffic or

attention problems that result because of the location of resources or site of instruction. Take suggestions for re-arranging the classroom to provide better access to resources and instruction. Try new arrangements for a few days and then solicit reactions. Is a new or better plan still needed?

39. Pull-Out Program Map Standard: 1,17,18 Grade: 5-6
Use a small research team to keep track of all the times children leave the room and the locations they go to. Map the traffic on a school floor plan map. Show heavier traffic with multiple lines or color-code the lines to indicate the amount of traffic. Create a pull-out traffic map for each day of the week. Compare the results.

40. Playground Pattern Map Standard: 1,2,3 Grade: 4-6
Ask the student if they have noted any patterns of use on the playground. After you get their casual observations, challenge the students to devise a plan to more fully and accurately observe and record the patterns of playground use. (If the students need help, suggest pairs of observers stationed at different pieces of equipment or areas around the playground.) Map the data and discuss why the patterns exist.

41. Sandtable Landforms Standard: 7,18 Grade: K-1
Engage your students in making mountains, plateaus, valleys, plains, islands, and peninsulas using your sandtable. Hang pictures of these landforms near the sandtable and encourage children to build large and small models in the sand. Sprinkle the sand with water to increase its ability to hold the landforms.

42. Sandtable Waterforms Standard: 7,18 Grade: K-1
Use plastic wrap and tin foil to underlay waterforms. Make sure your sandtable has an open drain plug to release excess water. Engage the students in making a stream or river that will funnel water from a source (e.g., mountains) to a collection point (e.g., lake). Point out that the land has to gently slope so the water will run from the source to the collection point. Create an island in the middle of your lake. Using tin foil, make a water fall in one corner of the sandtable. Hang pictures of these waterforms near the sandtable and allow the students time to experiment with these geographic features.

43. Unique Classroom Place Standard: 4,6,18 Grade: 4-6
After introducing the students to the theme of place, ask the students if they ever noticed how other classrooms seemed to be different from their own. Arrange with other teachers to send your students to investigate the "sense of place" that is present in other classrooms. Ask your student observers to make notes on what they like and dislike about the other classrooms' sense of place. Improve your own classroom's sense of place based on students' recommendations.

44. Old Maps and Globes Standard: 1,2,8 Grade: 5-6
Make a collection of old maps and globes. As the collection builds, attempt to place dates on the maps and globes based on the names of countries that have changed, cities that have grown in size, and other features of the built environment (e.g., Interstate Highways) that appear as time progresses. If you obtain duplicates of some old maps or globes, cut them apart to use as puzzles or demonstrations of the distortion that occurs when a round object is pressed into a flat shape..

45. Globe Spin Standard: 1 Grade: 3-6
Spin the globe in your room first in one direction and then the other. Ask the students to decide which is the correct direction. Ask one or more students to explain his or her answer. Use a bright flashlight to represent rays of light from the sun. Darken the room. Spin the globe again. Ask the students to pretend they are standing on their state (perhaps place a tiny bit of clay there). Take the students through a 24 hr. period. Use the phrases: "The sun *appears* to rise in the east," and "The sun *appears* to set in the west."

46. Globe Spin II Standard: 1 Grade: 6
Following the above lesson, pick up the globe and give it a spin in the right direction (counter clockwise viewed from above the North Pole). Ask the student to identify if it is correct (yes). Suddenly turn the globe upside down in the middle of the spin. Ask the students what has

happened? Did it start spinning backwards--the wrong way? Why? Repeat the demonstration and ask the student to explain what has happened. Hint that there is no up or down in space. (The explanation for what you have done is that you have "flipped the solar system" so that it appears the earth is spinning backwards.) Point out that photographs from space often show the earth from a perspective that is unconventional (e.g., the peninsula of Florida might appear to be pointing northeast). Conclude that maps and globes represent conventional ways of showing the surface of the earth. The reason we view the earth as we do is partly a matter of historical development and partly cultural bias. (If available, show students world maps that place other nations at the center of the map.)

47. Geo-Guess Standard: 2,4,10 Grade: 4-6

Create a deck of cards (Post-it notes work well) with geographic features, place names, products, and famous people written on one side. (For example, for the state of Georgia you might use such labels as Stone Mountain, Atlanta, Coke, Macon, Okefenokee Swamp, Peaches, Peanuts, Atlanta Braves, Atlanta Falcons, 1996 Olympics, Jimmy Carter, etc.) Affix the cards to students backs, not allowing them to see the feature, place name, product, or famous person on the card. Students must now circulate through the room asking each other questions in order to identify who or what is on their card. Questions must be answerable with either a YES or NO (no other type of response is permitted). As students discover their identities have them place their card on the wall or chalkboard in the correct category. Move the cards to a large-scale map to show the locations of these famous places, products, or people.

48. Geo-Search Standard: 4,8,10 Grade: 4-6

Take virtually any category of food or drink (e.g., candy bars, crackers, fruit, cheese, breakfast cereal, etc.) and identify all commonly-used suppliers. Locate these companies on state, national, and world maps. Investigate why these areas produce these products and how they are moved to market. Create product connections from your local stores to the production cites using miniature symbols representing the products.

49. Place Murals Standard: 10,11,12 Grade: 4-6

Have the students make a large mural to show what they have learned about a specific place. The mural should convey the sense of place associated with that specific location. Surround the mural with small satellite scenes that show the spatial interaction of the place with other places.

50. Build A Country Standard: 1,2,3 Grade: 4-6

As a semester- or quarter-long project, engage the students in building a large scale model of a particular country (or state) they are studying. The larger the model the better. Some teachers fill up to half of their floor space with the model, pushing the students' desks out along the walls. Integrate the other subjects into the model-making adventure. Invite the media and have parents tour the model using students as interpreter-guides.

51. Name That Country! Standard: 4,10,14 Grade: I
Collect information about each country/culture studied as the school year progresses. Fashion appropriate questions highlighting, but not giving, the name of the country. Use as a periodic review, attention-getter or focus, or sponge activity.

52. Wall World I Standard: 1,3 Grade: P
At the beginning of the school year, make a giant world map to cover one wall of your classroom. As countries or continents are studied, flag them in bright colors. Periodically review or ask students to place flags (pennant shaped, solid colors or replicas of the actual flag) on appropriate countries.

53. Wall World II Standard: 4,10,13 Grade: P, I
Whenever a book or story is read about a particular place, make a miniature book cover and place on the Wall World Map as a record of books read, places visited.

54. Wall World III Standard: 1,3 Grade: P, I
One day, place a symbolic equator line on the Wall World map. Introduce the concept of hemispheres. Use colored cellophane placed over the Northern or Southern hemispheres to draw attention to them for the week. For young children, stress that the equator is imaginary, like school district, county, or city boundary lines.

55. Location of the Continents Standard: 1,2,3 Grade: P
Make large, green cutouts of each continent, label it, and cover with plastic laminate. Using the Wall World for reference, have students place the continents on the floor within an outline you have made of masking tape. As students get more proficient, remove the outlines.

56. Continent Cakewalk Standard: 1,2,3 Grade: P
Place your large, green continent cutouts on the floor, spaced well apart. As you play or sing music, have a small group of students "cakewalk," naming each continent as they land on it. When the music stops, each student should name the continent on which he/she has stopped.

57. Map of the Area Standard: 1,4,11 Grade: P
Make an enlargement of the map of the town or area in which your school is located. Place in the center of the classroom; select key features and write on cards (ie., school, post office, bank, grocery, park). Working in small groups, have one student pull a card, read the name of the location, and position himself/herself on the map. Student follows oral directions of the group to get to school.

58. Create a Corner Environment Standard: 4,8,14 Grade: P, I
When beginning a new unit of study, create a corner environment to represent the region, state, country, or continent. For example, a corner of your classroom may become Antarctica, complete with blue cellophane "ice" draped over desks or chairs, "icebergs" of styrofoam meat containers, or fluffy white cotton "snow." This area makes a terrific reading/research corner, and older children can create the environment themselves.

59. Butterfly Garden Standard: 1,2 Grade: P
Create a literacy-rich environment and think about a "butterfly's point of view." Label everything in a school garden, as if seen by a butterfly flying overhead. In the spring, students may also create their own versions of a butterfly habitat and defend their choices.

60. Playground/Rooftop Maps Standard: 1,2 Grade: P, I
Enlist the help of some parents to paint a giant world or United States map on a playground or rooftop surface of your school. Use the map to locate regions, estimate distance, track routes traveled by early settlers, or to "walk" the route followed by students when they moved to the state (or when they visit another one).

61. I Know a Place Standard: 3,4 Grade: P, I
Students pair up to create maps of the school, complete with a route to be followed. When finished, each pair trades maps with another pair, and tries to locate the secret place. No verbal directions may be given.

62. Fantasy Bird's Eye View Standard: 2,3 Grade: P
Read *The Cloud's Journey* (1990, Atomium Books, Inc.) by Sis Koch and Sigrid Heuck. Create a mural of landforms and cities seen by the cloud during its journey.

63. Realistic Bird's Eye View Standard: 2,3 Grade: P, I
Read *As the Crow Flies* (1993, Aladdin Books) by Gail Hartman. Pair an intermediate child with a primary "buddy," for a short interview/collaboration. The older student will interview the younger one, for suggestions about a "birds-eye view" map to be created. The buddies work together to complete the map and write a brief narrative, as in the story. These may be made into books for the kindergarten or first grade classes to use.

64. Photographic Bird's Eye View Standard: 2,3,4 Grade: I
Share Reeve Lindbergh's *View from the Air* (1992, Viking), a collection of color photographs taken above New England farmland by the author's grandfather, Charles Lindbergh. Provide students with newsprint to plan their own photographic "Views from the Air." Students work in groups to select possible shots and strategies to take the photographs. Finally, students use disposal 35mm cameras to take their planned photographs, have them developed, select those that are usable, and publish their book.

65. Community Commercial Standard: 11,16 Grade: P, I
Students work together during a community study to make a "commercial" such as the ones produced by state tourism boards and seen on television. Students select sites for videotaping, plan and write a script, and go on-site to "shoot" their commercials.

66. Meeting of the Minds: I Standard: 12, 14, 17 Grade: I
When studying Westward Expansion or Colonization, plan a "Meeting of the Minds" debate from the perspective of Native Americans and colonists or settlers. Students should prepare formal statements about advantages or disadvantages of settlement from their points of view. Several leaders from Native American or colonist/settler perspectives may be represented, or one may be selected from each group.

67. Meeting of the Minds: II Standard: 12, 14, 18 Grade: I
After doing a "Meeting of the Minds" debate from a historical perspective, a follow-up debate may be done from the point of view of anyone living in the debated areas (California, Massachusetts) today. They may discuss issues such as: the effects humans have made upon the land and the environment, the changes that have occurred over time, or a "what if" speculation about how things might have been had colonization and settlement not happened.

68. Five Themes with Miss Rumphius Standard: 1,4,13 Grade: P
After reading Barbara Cooney's *Miss Rumphius* (1982, Viking Penguin), engage students in related activities from the five themes of geography. For example, use a U.S. map to locate possible sites of her childhood community; write about and compare her homeplace to the tropical island she visited; discuss the way Miss Rumphius changed her environment; detail the forms of transportation used in the story; and identify the regions Miss Rumphius visited to decide if they are physical or cultural. (from A. Harthern, 1992)

69. Telephoning for Maps Standard: 1,18 Grade: P, I
Children plan a contact by telephone with any of the state tourism offices or highway departments and ask to be sent current information and maps. They should script what they would like to ask for, and practice asking for and receiving information with a partner before making the telephone call. (See National Geographic's Where to Call list)

69. Postcard Penpals Standard: 9,10 Grade: P, I
Establish a penpalling relationship with students from another part of the community, state, or nation. Plan to send picture postcards (commercially prepared or student-created) that are representative of the area at least once a month. Collect postcards in a class scrapbook with clear plastic pockets in order that both the picture and correspondence side may be viewed often.

70. International Excursions via Internet/TENET Standard: 10,16 Grade: I
Use electronic mail to communicate with kids in other places (KIDSNET is one option); knowing someone in another country is a possibility as well. Students may share information about their families, communities, states, and, if your school has the equipment, can even send mini-video clips via Internet.

71. How Do I Go? Standard: 1,2 Grade: P, I
Ask children to close their eyes and visualize the way that they go to the school cafeteria. They may mentally map their routes. Then, try mentally mapping....sights passed on the way to the store....to the post office....to parent's place of work, etc.

72. X Marks the Spot Standard: 1,2,4 Grade: P, I
Children draw their classroom and mark an X where they sit; teacher collects maps and redistributes to see if correct person can be located.

73. Globe Toss 3 (Land/Water Ratio Chart) Standard: 6 Grade: P
Ask students to speculate about how much land and water are on the earth. Try a simple globe toss to demonstrate the concept of ratio. Toss the globe. Students must identify whether their finger lands on water or land. Mark the land/water chart for each response. Very quickly, students will see that they land on water much more often than land, and thus can conclude that there must be more water on earth.

74. Land/Water Ratio 2 Standard: 6 Grade: P, I
Distribute small squares of colored paper to represent land (green) and water (blue). Select one person to tally. Students take turns placing their squares on a world map or globe until all surface is covered. Person doing the tally reports the number of squares used for both land and water.

75. International Festival Standard: 6, 10 Grade: P, I
Make a commitment to become a school that honors diversity and multiculturalism by hosting an International Festival each year. Each grade may focus on a particular country each year, learn about it, find resources from that country, and plan displays/activities that may be shared school-wide during the Festival. Parents should be engaged as planner/participants as well. Typical activities might be crafts or art; literature sharing; indicative games, music, or dance; viewing travel films from the country; preparing food; or making maps or flags.

76. Cultural Artifacts Standard: 6,10 Grade: P, I
Read *Where Is Papa Now?* (1994, Boyds Mills Press) as a springboard toward thinking about the kinds of cultural artifacts that may be noticed among peoples. (The literature is written from the perspective of the young girl whose father is away on a trading mission aboard his ship) As children prepare for the International Festival, they may make their own versions of the book by including places (and artifacts from those places) they would like to learn more about or places they know about.

77. Stamps From Around the World Standard: 10 Grade: I
Collections of stamps from around the world may serve as representations of culture, political and celebratory events, and important persons. They are widely available at book stores, and are generally inexpensive. Students may create additional stamps for a country or culture, or they may create a stamp to represent an imaginary country or culture. Compare stamps across cultures and map the areas represented.

78. Agriculture Over Time Standard: 11 Grade: I
Study the agriculture common to the area surrounding your school, or study statewide agriculture. Students research and write about a crop or agricultural industry that has impacted the area or state. For example, in Georgia, cotton was the primary money crop until the early 1900's, when the soil became depleted of nutrients. Students write a persuasive letter from a 1920's farmer's son to his father about why cotton should no longer be planted and why another crop should be considered, such as peanuts or soybeans.

79. This Is the Way We Go to School Standard: 11 Grade: P
Read *This Is the Way We Go to School* as a focus activity or comparison of transportation methods used around the world. Students select a mode of transportation described and pictured in the story and map the area where that form of transportation was depicted. Students should also list 2 or 3 other geographic locations where a similar transportation method is used. /When finished, the individual pictures should be arranged on a large world map.

80. Mapping Family Travelogues Standard: 18 Grade: P, I
Students interview family members to collect an oral history of most memorable excursions, trips, or vacations. Students report on their findings; map the locations mentioned; and compare and contrast reasons or purposes for the travels. For example, why did one father mention New York City as his favorite spot while a sister declared that the lake across town was her favorite place to be?

81. Special Family Memories Standard: 17 Grade: P, I
Have students select a family momento or small artifact to bring to school and share with the class. After each student has an opportunity to write about his/her "treasure, "t he or she may mark the site where the artifact originated or where the person who owned it was born. Use a small, student-made replica of the momento as a marker. Photograph items for subsequent comparison.

82. Community or Regional Tour Standard: 3,4, 10 Grade: I
During a community or regional unit of study, students plan and create a brochure for a "Grand Tour" of the area, similar to a tour of Europe. They should determine the places that will be visited, how long will be spent at each, where tourists would stay each night, and how much the tour would cost if people were to buy it. A promotional map should also be created, with mileage computed and route the tour will follow.

83. Women in the News Standard: 10, 17 Grade: I
Develop a unit of study about women who have made a difference in the U.S., such as Mary McLeod Bethune, Eleanor Roosevelt, Elizabeth Cady Stanton, and Sacajawea. Students select a woman to study and map the area where she lived/worked, prepare a chart listing major contributions, and determine how life might be different now if she had not lived.

84. Layers of Maps Standard: 13 Grade: I
Using a local map, prepare cellophane overlays to indicate the school district boundaries, city limits, county boundaries, police or fire zones, and legislative district(s). Older students may make predictions about possible changes/problems foreseen for the future.

85. Concentric Circle Identifiers Standard: 2 Grade: P
Use colored construction paper circles of graduated size to help young children clarify the notion of home address, school, neighborhood, city, county, state, region, country.

86. Blast From the Past Standard: 17 Grade: P, I
After reading a piece of children's literature describing life in the past (*The Way West* is a good one), children make a series of diary entries from the child's point of view about everyday life, hardships faced, and possibilities for earning a living.

87. Grain, Grain, and More Grain Standard: 10, 18 Grade: P
Different forms of grain products and ways they are used around the world may be a topic for study. For example, pasta from Italy, couscous from Morocco, challa from Israel, noodles from China, rice from Thailand, or sour dough bread from San Francisco represent a variety of grain usages around the world. Read *Bread, Bread, Bread* by Ann Morris (1989, Mulberry) and investigate the 29 representations of bread ,and the people who make and eat them, that are pictured.

88. Journey of the Flat Children Standard: 1, 2, 3 Grade: P, I
After reading *Flat Stanley* by Jeff Brown (Stanley has adventures after becoming flat when a bulletin board fall on him in his sleep), students create their own "flat bodies" out of butcher paper or newsprint, write a letter to a relative or friend requesting adventures (and photographs to be taken); and map the places their flat bodies were able to go (my "flat bodies" have gone to Venice Beach, Germany, the Bahamas, St. Simons Island, Colorado, and Washington, D.C.) Set a date several weeks in advance for the welcome home party.

89. What Was School Like? Standard: 10, 17 Grade: P, I
Students plan a set of several questions and interview parents, grandparents, and great-grandparents about their schooling. They may ask questions like, What did your school look like? How many students were in your classes? What did you study? What is a memory from elementary school? How was your school work assessed? What kind of lessons did you learn? Students may compile a graph to indicate answers provided by other class members or write a narrative description of schooling as indicated by their interview.

90. Children Care Standard: 6 Grade: P, I
Follow a current events news story in your community (ie., homelessness) and clip reports from newspapers or magazines. As a class, plan a strategy by which the students may become involved in addressing the problem (a food drive, a "meals on wheels" campaign, etc.). If possible, allow students to see the "insider's perspective" in order that they experience another point of view in the community.

91. Harvest Celebrations Standard: 2,10 Grade: P, I
Learn about various harvest celebrations around the world (ie., Thanksgiving or Kwanzaa n the U.S.; Harvest Day in Japan;) Have students prepare a map from a birds-eye view of a table representing the foods that might be gathered and enjoyed at harvest time.

92. House Over Time Standard: 17 Grade: I
Identify a house in which the same family has lived for several generations. Interview a family member for a class visit, and ask him or her to share photographs and tell about the home and how it may have changed over time. Compare architechtural style to those of today.

93. And the Trucks Go Rolling Along Standard: 11 Grade: I
Conduct a survey of transportation patterns and frequencies near your school (older children may tally the number of commercial and private vehicles using nearby streets for a specific period of time).

94. A Square Foot Environment Standard: 1,2,3 Grade: P, I
Go outside and measure a square foot of surface. In pairs, map everything that can be seen on the surface of this square foot--earth, grass, insects, trash, etc.)

95. Take A Bite Out Of.... Standard: 1,2,3 Grade: P, I
When studying landforms, create one (or a city or state) out of a cookie dough. Students may provide other edible items that become part of the topography (gumdrops or Bugles crackers for mountains, licorice whips for major highways, etc.)

96. Cafeteria Habitat Standard: 8 Grade: P, I
With the help of parents and/or the art teacher, design a mural of an environmental habitat to be painted on a wall in the cafeteria of your school (ie., the Tropical Rainforests). Students design and help paint.

97. Make Way For...Mapping Standard: 1, 2, 3 Grade: P, I
Using *Make Way for Ducklings* by Robert McCloskey, map the park in Boston where the duck family decides to live. Students or teacher may create questions from the five themes of geography. Younger students may use their maps (or one the teacher displays on an overhead projector) to practice relative location directions with a duck-shaped marker.

98. Olympic Mania Standard: 5 Grade: P, I
Use the Olympic theme to determine which nations will be normally send athletes to compete and why (ie., Sweden and Norway typically send many skaters and snow skiers to the Olympics because of their geographic location.)

99. National Geography Bee Standard: All Grade: I
Find a competitor in your school! Principals must register their schools in order to compete in the National Geographic Society's annual National Geography Bee.

100. National Geography Week Standard: All Grade: P, I
Celebrate National Geography Week, each year in November, in a big way! Contact your local newspaper, plan special events, get parents involved, learn, and have fun!